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ABSTRACT

The Star of the Republic Museum (Washington, Texas), the Historical Museum of the Texas Republic, has created lesson plans to enhance student understanding of Texas state history. Regardless of the opportunity to visit the museum, the lessons can enrich the classroom experience by making objects from the museum accessible to students. The educational packet contains four lessons: (1) "Gone to Texas" (Texas Broadside); (2) "Letters to Home" (Letter 1 from A. Mitchell; Letter 2 from A. Mitchell); (3) "Spreading the Word" (Excerpts from Gail Borden, Pioneer; Washington Hand Press); and (4) "Quest for Freedom" (Pictures by Charles Shaw; Major Events of the Revolution Chart Answer Key; Major Events of the Revolution Chart). Each lesson cites an instructional objective and appropriate grade level; addresses Texas Essential Knowledge and Skills (TEKS) social studies standards; lists materials and resources needed; discusses how to prepare for the lesson; details the teaching procedure; and suggests extension and assessment activities. (BT)

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Star of the Republic Museum
ADMINISTERED BY BLINN COLLEGE

The Historical Museum of the Texas Republic

Star of the Republic Lesson Plans

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Star of the Republic Museum
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The Historical Museum of the Texas Republic

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The Star of the Republic Museum has created lesson plans to enhance your students' understanding of Texas History. Whether or not your class is able to visit the Museum, these lessons will enrich the classroom experience by making objects from the museum accessible to students.

Based upon artifacts in the exhibits or primary documents from the museum collection, these lesson plans can be adapted to different grade levels, depending on the teacher's needs. All of the lesson plans are aligned with the TEKS (Texas Essential Knowledge and Skills) and are intended to supplement the core curriculum.

Gone to Texas

Instructional Objective (4th Grade)

1. The student will learn about the accomplishments of Stephen F. Austin and Moses Austin as empresarios.
2. The student will understand how settlers were made aware of land in Texas.
3. The student will understand how Mexico's independence from Spain impacted settlement in Texas. (cause and effect)
4. The students will understand why Mexico's independence from Spain delayed colonization.

TEKS

SOCIAL STUDIES **History** (4.2.D, 4.2.E) The student understands the causes and effects of European colonization of Texas by identifying the accomplishments of Moses Austin and Stephen F. Austin as empresarios and can identify their impact on the colonization of Texas. The student can identify the impact of Mexico's independence from Spain as it relates to settlement in Texas.and the impact of Mexico's independence from Spain on the events of Texas.

Materials

- Large yellow construction paper or sheets of astroparch (parchment paper) from an office supply store.
- Colored writing utensils
- Notebook paper
- Computer

Resources

- Pictures of a Texas Broadside from the museum
- *Handbook of Texas Online:* www.tsha.utexas.edu/handbook/online (Stephen Fuller Austin, Anglo-American Colonization)

Getting Ready for the Lesson

Background information:

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1. Stephen F. Austin was the first and most important empresario in Texas.

- An empresario was a land agent who was given land in Texas by Mexico and sold it to settlers to move here to farm or raise cattle.
- From 1821-1834, he gave a lot of effort to colonize Texas with Anglos from the United States.
- He explored Texas.
- He had the land surveyed.
- He had the titles and records prepared.
- He traveled to conduct business with government officials.
- He extended credit to the new colonists and gave them time to pay.

2. Stephen F. Austin's father Moses Austin is the reason he become interested in colonizing Texas with Anglo-Americans.

- Spain had given Moses Austin permission to bring 300 families to Texas from the United States. (They would become the Old Three Hundred)
- In 1821, Moses died before he could complete this venture and Mexico also won independence from Spain that year.
- Mexico's independence from Spain delayed colonization because Mexico initially rejected the grant for Texas land arranged between Spain and Moses. Stephen took over where his father left off and traveled 1000 miles to Mexico City where he worked hard for over a year to get a land contract from the new government.

Preparation of the Learning Environment

The teacher should show the students the picture of the broadside from the Resource section of this lesson plan, or download it from the website and print a copy for each student. The teacher should also supply the student with information as detailed in the Explanation section.

TEACHING PROCEDURE:

Motivation

Tell each student to imagine he/she is an empresario who wants to encourage colonists to move to Texas. Although Texas is a beautiful place, have them remember that it is not a perfect place. Those who were encouraging others to move to Texas often made it sound better than it really was. Ask the students to think of some facts about Texas in the 1800's that the empresarios may NOT have chosen to advertise. (Unfriendly Indians, hot weather, drought, land grants given too slowly) As the students look at the broadside, ask them to notice how potential immigrants were persuaded to come to Texas. (Need for assistance in Texas, free passage)

Explanation

Students will discuss what they learned about living in Texas at the time when Texas was owned by Mexico after reading in their textbooks and any other

resource the teacher may have. Discuss the following information:

1. Land grants included:

- 177 acres (a labor) for families who would farm
- 4,428 acres (a league) for cattle ranchers
- Both a labor and a league to those who would bath raise cattle and farm.
- 640 acres for the man
- 320 acres for the wife
- 160 acres for each child
- 80 acres for each slave

2. Costs included:

- 12.5 cents per acre if they were dealing with Austin
- OR 5 cents per acre (if they were dealing with another empresario) and fees to have it surveyed, fees to the state of Mexico, to the land commissioner, the clerk who prepared the records etc.
- $20 for the cabin passage from New Orleans to Galveston (Comparison to today's currency - $1.00 in1821 = $13.28 in 2003)

3. Stephen F. Austin advertised for colonists in newspapers mainly in southern states because of the similar climates.

4. Mexico had requirements for the new citizens.

- become a Mexican citizen
- join the Catholic church
- have good moral character and manners

Lead the class in a brainstorming activity of words and phrases to be used in the student's broadside that would lure people to move Texas. Write the words and phrases on the board. Examples would be "thousands of acres" or "rivers filled with fish."

Practice

The students will create their own advertisement (broadside) that will entice settlers to come to live in Texas. With the supplies provided, have them use some of the descriptive words and phrases from the brainstorming activity as well as facts from the Explanation section.

Extension

Pretend you lived in Texas in 1830. Write a letter to a family member telling them why you they love living in Texas and why they should move there as well.

Assessment

Evaluate their broadsides or letters by correct facts, legibility, and creativity.

Hang the completed broadsides around the classroom.

Have the class vote on the most persuasive ad.

TEXAS!!

Emigrants who are desirous of assisting Texas at this important crisis of her affairs may have a free passage and equipments, by applying at the

NEW-YORK and PHILADELPHIA HOTEL,

On the Old Levee, near the Blue Stores.

Now is the time to ensure a fortune in Land: To all who remain in Texas during the War will be allowed 1280 Acres

To all who remain Six Months, 640 Acres.

To all who remain Three Months, 320 Acres.

And as Colonists, 4100 Acres for a family and 1470 Acres for a Single Man.

New Orleans, April 23d, 1836.

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Letters to Home

Instructional Objective (7th Grade)

1. To learn about everyday life in Texas in 1836-1837 from a first-hand account
2. To research other historical events in Texas in 1836-1837
3. To write a letter from Mr. Mitchell's perspective

TEKS

Chapter 113.23 / Social Studies, Grade 7

(a.) Introduction

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich **primary** and secondary source material such as biographies and autobiographies; novels; speeches, **letters**, and diaries; and poetry, songs, and artworks is encouraged.

(b.) Knowledge and skills

(7.4.A) History:

The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.

Materials

Pens and paper, flip chart

Resources

Copies of letters from Andrew Mitchell, transcription of letters

Getting Ready for the Lesson

Provide background information on first letter:

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This letter was written on July 20, 1836, just a short time after

- The fall of the Alamo on March 6 ("the retaking of the Town of San Antonio")
- The Goliad Massacre on March 27 and the death of Col Fannin ("the defeat of the army under Col. Fannin")
- The Runaway Scrape from March-April ("every citizen able to do so left the town")
- The victory at San Jacinto on April 21 ("the capture of Santa Anna")

TEACHING PROCEDURE:

1. Show letter, read transcription

2. Discuss what we can learn about early Texas from this letter. Record facts on a big flip chart. Items that may be recorded include:

Transportation:

- People came by boats from New Orleans on schooners, and then upriver on steamboats
- People rode on horseback; got covered in boils from riding
- People took Lynchburg Ferry at San Jacinto
- It took 5 weeks to go round trip from Matagorda to New Orleans and back

Communication:

- Intelligence brought by boat
- Settlers anxious for news, which was very slow

Disease & Medical Practices:

- Cholera infantum and measles
- Doctors were not necessarily well trained
- Mortality rate was high

Employment & Wages:

- Earned $1200/year as bookkeeper for a store until the Mexicans came

Events in the Republic:

- Retaking of San Antonio (defeat at Alamo)
- Defeat of Col. Fannin
- Rapid march of Mexican Army
- Defeat and capture of Santa Anna
- Mexicans awaiting reinforcements at Tamaulipas to advance on Texas again, but Texian army now strong and unafraid
- Texian cabinet meeting at Velasco

Extension

Have students do research on what happened in Texas the following year, then write a follow-up letter to Father from one year later (1837).

Assessment

Read actual second letter and compare with students' letters. Check letters for historical accuracy and feasibility.

Matagorda July 20th 1836

My Father

This is the first letter I have thats advisable to Send you Since the receipt of yours of the 18th Dec 1835-Brot by my wife-I prepared an answer immediately on my wife's arrival here and intended to have Sent it as far as New Orleans by the vessel She came here in-but before the vessel left the Bay the intelligence was brot here of the retaking of the Town of San Antonio-the defeat of the army under Col. Fannin and of the rapid march of the Mexican Army-(to strong to be met) upon us-all this News coming upon us is Suddenly and entirely unexpected a complete consternation ensued and evry citizen able to do So left the town and got on Board the vessels in the Bay to be off-the complexion of affairs being So much altered from the time I wrote till I could have Sent the letter I did not Send it- but myself wife & child went on Board the Same vessel on which they came out-and remained in the Bay untill the vessel left for New Orleans-which was on the third of April-we remained at New Orleans about 2 weeks-in part waiting for a vessel to go to Matamoras a Large town on the Rio Grand in the State of Tamaulipas and one that was at peace with the General Government of Mexico- but a vessel arriving at New Orleans while we were waiting-brot intelligence that the American citizens were likely to be Expelled the Town I concluded to go up the Red River in the hope of finding a place Suitable to my views and circumstances- accordingly we took passage to Natchitoches-but when at Alexandria-about 150 miles below-we met the intelligence of the capture of Santa Anna and the defeat and retreat of the Mexican Army from Texas-however we continued our journey to Natchitoches-where we remained about a week without having any positive confirmation of

the news of the defeat of Santa Anna-and being extremely
anxious to know the truth of the matter and the State
of affairs in the country-I purchased a horse and
set out by land for the Sabine-intending to return in about
10 or 12 days-but when I arrived on the Sabine I could
hear but little news as to the State of the country-and
as Banta had Stayed at Passo Caballo-(the Entrance to
the Matagorda Bay) when we left and I had not
heard from him since I left then I was anxious
to know what had become of him-I concluded to
prosecute my journey back to this place in the hope
of hearing from him-which I did and found he
also had gone to New Orleans but not untill after
the defeat of Santa Anna-owing to Some hindrances I
did not get to this place untill the fourteenth day after
I started-I stayed here only one day and started back
but I soon got So Sore full of Boyles-as to be una
ble to ride I however got as far as Linchburg on
the Sanjacinto from whence I got a passage to
Galveston Island by the Steam Boat after a few days
and from there to New Orleans by Schooner-and again
to Natchitoches by Steam-having been from there five full
weeks-But I must leave it to you to judge what were my feelings
on entering the House and the room in which I five weeks before
took as I thought a leave for 10 or 12 days of all that was dear
to me there-the warm kiss and the fresh tear of my constant
wife and my dear and only child-but alas when with a
light Step and a joyous heart I sought them I left-I
met but my wife and with Such a Shriek that told
too well the Sad truth that our child was no more-the unhappy little
Sufferer was taken Seriously Sick the Seventh day after I left
Natchitoches and died the fifth day after she was taken (the 17th May)
The Physician who attended her (Doct. Heard) describes her disease
to have been the cholera infantum and the measles in Putrid form
But there is no dependence to be placed in the Statements of
most of the Physicians of this country as they are generally
mere Pretenders-or men of great dissipation-the one employed

-Heard is of the latter class and was the Best one my wife could get and the best one in the Town of Natchitoches-My wife thinks our little one was very badly treated and fully believes that with good treatment she would have recovered

For my own satisfaction I had the little corpse taken up that I might See it-and Strange as it may seem the man who had dug the grave and covered it again-was compelled to dig up three before he could find the right one and only three weeks after she was Buried-So great is the mortality of the place and the accumulation of new graves

I could get no tomb Stones in the place but had a Head and foot Board cut from plank & Painted white and lettered with the following Plain inscription

In memory of Mary Elizabeth
Daughter of Andrew & Mary Margaret
Mitchell-who died at
Natchitoches, May 17th
1836 aged one year
Six months and
21 days - and placed at the ends of the grave

This simple tribute was all I could leave to her memory at her grave-I could not get a fence put about the grave while I remained there-But I agreed with a carpenter there to have a neat fence Put around the little grave which I think he will do

My wife has bourne this misfortune as all others that have befallen us since our union with a fortitude and resignation Which I am incapable of exercising.

Banta did not come on with us this time from New Orleans-he came with us to New Orleans from Natchitoches-but preferred to stay there for the present Andrew M Billings is also there-I expect both of them to come on here So soon as they hear from me by the return of the vessel now in the Bay-We arrived here about 8 days ago and find the air and climate delightful-After writing to you last winter in a few days I left the School I had to take charge of a Store and Sett of Books for a gent by the name of Wallace (Col J W E Wallace) at the rate $1200 per year but I had only been employed in this way about 2 months

where the approach of the Mexicans made it necessary to leave here in haste
I however Saved what goods I could together with the Books and papers
of value belonging to Col Wallace-he was at the time at another
Store of his and I have not Seen him Since-he is now in the army
The Texian Army are now at the Town of Victoria on the Guadalupe River
and the main body of the Mexican Army are about Seven miles this Side
of Matamoras (East) in the state of Tamaulipas-Said to be only waiting
for reinforcements to advance again upon Texas-but there is no longer any
fear on the part of the Texians as their army is now strong and will
able to contend with that of the Mexicans- The cabinets are now at
Velasco [ ] on the Brassos-but are expected here next week.

I was grieved to hear of the death of Aunt Nancy and of the injury of Aunt Jennet but
I trust the first is happy and the last (who should be considered our family saint) is well
I wish particularly to be remembered to my cousin Wm R. Mitchell for the
particular Service rendered to me by him-I intend to write to him
Some also to Thomas B. Mitchell and to Mr. Glen-if by chance you
may See Mr. Hand of Minden whose Son came out here last fall you may
Say to him his Son is Dead he was killed after being taken
prisoner at Goliad-he received 2 wounds in the Battle but would
have recovered from them- I hope you will write me Soon after
the receipt of this and Direct to Matagorda Texas-care of Thomas
Toby & Brothers New Orleans who are Texas agents-& Let us both be affectionately
remembered to all our Brothers & Sisters-Again I Subscribe

Your unfortunate Son
A Mitchell

(Address)

(Postmark)
New Orleans La. Aug. 5 50

Mr. Hugh Mitchell
Spreakers Baisin P.O.
Montgomery Co.
New York
USA

July 20
1836

[*This is a LITERAL transcription, complete with original spelling, punctuation, and line breaks.* Document accession number 74-55.1]

Matagorda May 23, 1837

My Father

I have received no letters from you or from home lately except one of March 13th from mama received this date in one of your letters to Banta you enquired of him if he or myself wanted any money and if So would try to Send us Some. I advised him not to request any Sent him then as he nor myself had any particular need of any and as the State of the country was then So unsettled it would not have been advisable to lay out muney for almost any kind of Property - but Since - what we most feared has at last come & been defeated viz. the Mexican fleet which came off and blockaded our coast but only held it for three weeks at the end of which time one of their vessels was Sunk Two ran on Shore and their best one captured by a USA Sloop of war the Natches and Sent to Pensacola as a Pirate this circumstance throws the cost of the defense of our coast off from us and is assumed by the USA and without the coast the Mexicans cannot injure Texas in the three weeks the Mexicans took from our coast Seven vessels five of which were of the USA - one of which was retaken the Balence are in open account to be Settled with USA - our country is now in a State of Tranquility So far as enemies are concerned but there is some commotion in Congress in relation to the Land Law by which the land office was to be open on the first of June- I have just returned from the Seat of Government and I am Satisfied that the land office

will not be opened at the time Specified by law this
I regret as I have been at Some Expense in building me
a good house on a League of Land which I Selected
as my head right and it is one of very great value
and I am extermely anxious to know whether I Shall
Succeed in getting my patent for the Same- But in
relation to the Subjects I first named in this Banta is anxious
to buy Some Land and has not as much money as will
buy him any considerable Quantity- and for my own Part
Justice to my devoted wife requires that I Should provide her
with a good Servant and I cannot well Spare from my
operations & Business more than about $300- or four and I would
like to get from home about $4 or $500 more which will
be necessary in order to purchase a good Servant
I could buy one now but it would criple me So much
in my means that I would not be able to make the
necessary advances on consignments & the commission
Business that I am doing- of the amount I want there
must have been Due to May at least $150 this Spring
for rents and interest in the Hands of Mr. Glen and besides
Mr. Glen holds in his hands the half of 65 Shares Mohawk
Bank Stock $5 each amounting to $162.50 which Mary & myself
both wish him to Sell & have ready the money against we
may Send for it unless he is willing to make up an amt
equal to $300- including the amt due to May in his hands
for rents & interest this Spring- We are Some what at a
loss how to Send home- but have concluded that Banta
Should the next time the Martha goes out which will be
in about 6 weeks-go with her to N. Orleans - and thence

either to Philadelphia or New York- and on his arrival
then apprise you by letter & thus communicate with home
However I hope that if you Should receive this within 4 or 5
weeks you will immediately write to him and direct to N.
Orleans advising him what course to pursue- also a Short
line of instructions both to Philadelphia & New York advising
him which he may receive So Soon as he gets there-
provided he goes-as the distance is great & considerable
Expense in going from here home We may yet wait till
we again hear from you but I think most likely that
Banta will go as before named- him & myself are well
but Mary is not well now and I do not expect that She will
be untill she is again a mother_ She expects to be confined in
August- We wish that you could apprise Mr. Glen of our intention
of Sending home & our wishes- although I intend to write to him
by the next vessel from this port with particulars the capt
the vessel is only waiting for me & I must close this- it is
the Martha & I own one fourth of her I spoke more of her
in my letter of last evening to mama please write us
immediately on receipt of this. I think we will get
letters in less time hereafter as the mails are well established
here now Banta writes to John & you will receive his by
the same mail I Suppose- Let us all be remembered
to all our friends and our best wishes and affections
accepted in haste

Your Son
A Mitchell

Wednesday Morning May 24th

(Envelope)

(Postmark)
New Orleans La. June 9 25

Mr. Hugh Mitchell
Spreakers Baisin P.O.
Montgomery Co.
New York
USA

May 23
1837

[*This is a LITERAL transcription, complete with original spelling, punctuation, and line breaks.* Document accession number 74-55.2]

Spreading the Word

Instructional Objectives (4th grade)

1. The student will recognize the accomplishments of Gail Borden and why he was important to Texas.

2. The student will understand how the innovation of the printing press benefited individuals and society in Texas during the Republic period.

TEKS

SOCIAL STUDIES **History**(4.21.A, 4.21.B) The student is expected to identify Gail Borden as an inventor and newspaper publisher. The student will describe how technological innovations (printing press) have benefited society in Texas.

Materials

- Steno paper and pencils for each student
- Computer

Resources

- *The Handbook of Texas Online:* www.tsha.utexas.edu/handbook/online (Articles on Gail Borden, Jr., *Telegraph and Texas Register*)
- *Gail Borden Pioneer,* by Clarence R. Wharton, pp. 102-108 (Excerpts attached)
- Picture of the Washington Hand Press from the museum

Getting Ready for the Lesson

Background Information:

1. Gail Borden was born in Norwich, NY on November 9, 1801 and died in Borden, Texas January 11, 1874.

2. He had many diverse accomplishments:

- surveyor for Stephen F. Austin's colony
- helped lay out the sight of Houston in 1836
- developed first topographical map of Texas

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- invented the meat biscuit
- found a way to condense milk

3. He benefited Texas as a newspaper publisher:

- Founded and operated the *Telegraph and Texas Register* from October 10, 1835-June 20, 1837.
- It was the official communiqué of the Republic of Texas, which was organized a few months later.
- It was the first paper in Texas to achieve a degree of permanence.
- Early newspapers in Texas were an important source of information.
- Problems with the free press came from Santa Anna and the Mexican army. The paper was preparing for the April 14, 1836 issue when Santa Anna captured the printer and threw the press into Buffalo Bayou.
- Borden would later find a new printing press in Cincinnati and resume publication in Columbia, Texas.
- The Congress of the Republic of Texas was summoned to Columbia in the summer of 1836 as the publication of the *Telegraph and Texas Register* resumed.
- The August 2, 1836 issue of the *Telegraph and Texas Register* contained a copy of the Constitution which not many people had seen until that time.
- On April 11, 1837, the printing press for the *Telegraph and Texas Register* was moved to Houston, the new capital, on board the steamboat *Yellow Stone*. The first issue from Houston was printed May 2.
- Gail Borden conveyed his interest in the *Telegraph and Texas Register* to Jacob W. Cruger on June 20, 1837.

(These facts were paraphrased from the *Handbook of Texas Online*)

Preparation of the Learning Environment

Students should work in groups of 3-5. Each group should have a picture of the Washington Hand Press from the museum. Some facts about the hand press in the museum are:

- It is the same type of press that printed the Texas Declaration of Independence.
- It was considered "portable" although it weighed 1900 pounds.
- It could produce 250 copies per hour.

TEACHING PROCEDURE:

Motivation

Explain to the students that although Gail Borden had many important accomplishments, one of his greatest victories for Texas came when he kept the press running despite opposition from Santa Anna. Would it be easy to move this press in a hurry?

Explanation

Have the students read from the resources (*Handbook of Texas Online*, excerpts from *Gail Borden, Pioneer*), and lead them in a discussion.

1. Why were Gail Borden's efforts as publisher of the *Telegraph and Texas Register* his most important contributions to the establishment of the new government of Texas? (He secured free press in Texas despite opposition from Santa Anna.)

2. How did his newspaper help to establish the Republic? (got word to the people of events such as the Alamo that would have taken a very long time by word of mouth (excerpt: "Hard at Work"), enabled the general public to see a copy of the Constitution (*Handbook of Texas Online*: *Telegraph and Texas Register*), created an environment of dissatisfaction with Mexico - inferred)

3. How did the invention and use of the hand press help the Republic of Texas? (able to make more copies in less time than the previous press and get them out to the people)

4. What steps did Borden take to keep the printing press from falling into the hands of the enemy? Have the students read excerpts from *Gail Borden, Pioneer*, pp. 102-104 (Write the following events on the board in scrambled order, and have the students put the events in correct order orally as you discuss: What did he do first? next?)

1. sent his family to safety p. 102-103

2. asked for help from the President p. 103

3. physically moved the printing press p.104 (notice how difficult it must have been from the picture)

4. lost it to Santa Anna p. 108

5. How long after this event was Texas' independence won? (One week later on April 21, 1836)

6. What did Gail Borden do to ensure the continuation of free press in Texas? (Bought another printing press in Cincinnati and resumed publication in Columbia by August.)

Practice

Have each group chose a topic and cooperate to write a newspaper article from Gail Borden's viewpoint describing one of the aspects of his attempt to save the printing press from Santa Anna. (Safety, Help, Hard at Work, Narrow Escape)

Some suggestions for specific assignments in the group are:

- One of the students should write an original headline for the article (not one of the titles from the excerpt).
- Two students can write the article.
- One student can act as the editor.
- One student can type it.
- Have students compile their finished articles into a class newspaper, adding the picture of the Washington Hand Press.
- Give the newspaper a name as a class.

Extension

The following quote from Gail Borden should be supplied to the students:

"We promise the public of our beloved country that our press will never cease its operations til our silence shall announce to them that there is no more in Texas a resting place for a free press nor for the government of their choice." Gail Borden, April 14, 1836

On what occasion did Borden make his promise of April 14,1836? (Santa Anna and his army were fast approaching)

Use the quote to gain an idea of his viewpoint regarding free press in Texas.

Students can play the role of Gail Borden as he speaks about the importance of free press to the government of Texas. He can also speak of his other accomplishments.

Evaluation

Grade newspaper articles for creativity and accuracy.

Grade viewpoint speeches for clarity and creativity.

Closure

Publish the finished articles as a class newspaper. Use the class computer to make the final copy.

Extension

Have students give their Gail Borden speeches to the class.

The following excerpts were taken from *Gail Borden, Pioneer* by Clarence R. Wharton.

Safety (p. 102-103)

At this time there were thousands of people at the ferries on the Brazos, fugitives running away and the wildest excitement prevailed at San Felipe where General Santa Anna was daily expected.

Gail Borden had sent his family down to Ft. Bend or the Fort Settlement, to the home of his brother Thomas H. Borden, and Thomas H. went with them to look after the safety of both families, while Gail was to undertake to get away with the press and prevent its falling into the hands of the enemy.

All Texas was on the run and every home west of the Brazos was deserted and the fleeing families were making frantic efforts to reach the Louisiana border. Tom Borden reached home on the last day of March and took his and Gail's families down the river to Velasco where a week later they crossed over to Galveston Island.

Help! (p. 103)

San Felipe was deserted and then burned, and Gail Borden and Don Jose Baker were left alone with their printing press. In this emergency he addressed a letter to President Burnet and dispatched it to Harrisburg fifty miles away. "Our army has retreated from the Colorado and it is necessary for us to remove our press. I shall endeavor to put it over the river today. If the government can send a team for it we will set it up at Harrisburg (Houston). It will require a large wagon and team. I have none. I sent Mr. McGruder to inform you. If no team comes I must be in the bottom. Our army consists of upwards of a thousand men. Yours faithfully, Gail Borden, Jr."

Hard at Work (p. 103-108)

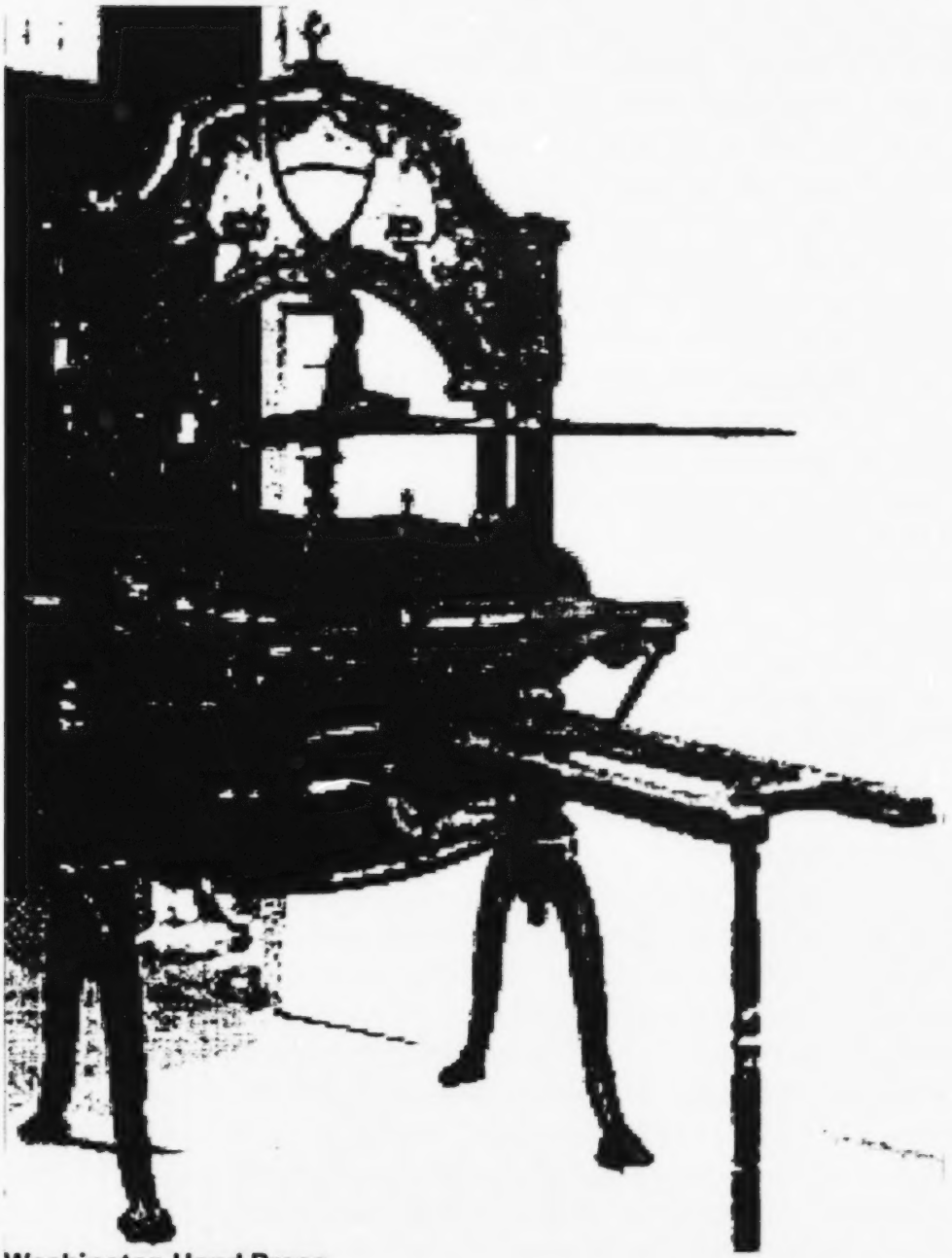
The last issue of the Telegraph and Register published at San Felipe was under the date of March 24, 1836. Sometime in the latter part of that week Gail Borden and Joseph Baker managed to get their press transferred across the river at the San Felipe ferry.

The river was overflowing on the east bank and the press had to be placed on a raft and carried three miles over an inundated river bottom where it was dumped on the edge of a prairie where the proprietors of the Telegraph and Register were left stranded and desolate. John P. Borden, who had helped load the press on the ferry-boat and the raft, was with Captain Baker's company camped under the cottonwood trees on the east bank

of the river within gun-shot of deserted San Felipe, and he found time from his military duties to seek out the marooned fugitives across the bottom who were keeping lonely vigil over their stranded outfit. President Burnet had not sent a wagon. Perhaps he had not gotten the message or more likely had no wagon to send. So John P. was sent all the way to Egypt on the Colorado for Eli Mercer's wagon and team and after a week of waiting it arrived and the precious press was loaded and they took off across the water-soaked prairies for Harrisburg at a pace of ten miles per day. The wagon was so heavily laden and the roads so bad that Borden and Baker had to walk all the way to lighten the load and almost hourly the vehicle would be bogged down and they would have to prize it out and put their tired shoulders to the wheel to aid the horses. After a long muddy week during which it alternately rained and a norther blew, they plodded on, reaching Harrisburg on April 12th. [There they set up the press in an abandoned house.] Gail Borden and his printer went to work to get out an edition of the paper under the dateline April 14th. After an apology for the non-appearance of the paper since March 24th, [he opened with the promise that has been supplied to the groups.] After this he gave the latest military news, including the account of the fall of the Alamo and such military orders as had been issued since the March 24th number.

Narrow Escape p. 108

While in the midst of the completion of the April 14th issue a runner warned that the Mexicans were approaching Harrisburg. Borden had but an hour in which to escape, and when General Santa Anna entered the town he found one of the printers still at the shop. The press was thrown into the river and the building was destroyed, but Borden carried away with him a few copies of the unfinished paper and some of them are still in existence. Thus ended for the time being the first efforts of the Bordens in journalism, and Texas was without a press for the next ninety days.



Washington Hand Press

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Quest for Freedom

Instructional Objectives (4th Grade)

1. The student will understand why most Texians wanted to be free from the rule of Mexico.

2. The student will understand major events that fueled the Revolution.

TEKS

SOCIAL STUDIES **History** (4.3.A, 4.3.E) The student can analyze the causes, major events, and effects of the Texas Revolution. The student can identify leaders important to the founding of Texas as a Republic and state such as Sam Houston.

Materials

- Blank chart entitled "Major Events of the Revolution"
- Pens and markers
- Computer
- Props or costumes, if desired

Resources

- *The Handbook of Texas Online* (articles specified in the Explanation) www.tsha.utexas.edu/handbook/online
- Pictures of the eight pencil sketches by Charles Shaw from the museum's "Road to Independence" exhibit – attached and at http://nationalhistoryday.org/02_contest/02.html

Getting Ready for the Lesson

Background information:

1. Reasons that settlers in Texas did not want to be under Mexican rule:

- The Law of April 30, 1830 which prohibited immigration from the United States
- Mexico had discouraged trade between Texas and foreign countries by imposing customs duties on imports to Mexico.
- Santa Anna had failed to accept the Mexican Constitution of 1824 which

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gave the settlers many rights.
- Mexico had poor court and postal systems.

2. Some Texians were loyal to Mexican rule, but more and more resented regulations on immigration and refused to pay the tariffs on imports.

Preparation of the Learning Environment

Teacher should print copies of the blank chart entitled "Major Events of the Revolution" for each student. Teacher should also be prepared to show the pencil sketches from the museum exhibit to the class on the computer, or download them to show the class.

TEACHING PROCEDURE:

Motivation

Lead the students in a discussion on how they would feel if one day their teacher came into the classroom and informed them that the classroom rules had changed. The new rules were unfair and did not follow the school's policies. Students were also going to be charged a fee for going to recess and going to the library. What would they do?

Explanation

Have the students read each of the following articles that detail an event of the Revolution. The titles below can be found in *The Handbook of Texas Online*.

ANAHUAC DISTURBANCES:

- In May of 1832, William B. Travis and Patrick C. Jack were arrested and imprisoned on orders from the Mexican commander at Anahuac, John Bradford. As a strict enforcer of all Mexican laws regarding tariffs, Bradford became very unpopular with the Texian colonists and was eventually removed from his duties. He did not like the fact that Travis had organized a civil militia and he worked to discourage immigration by Anglo - Americans.

BATTLE OF VELASCO:

- On June 26, 1832 while trying to pass through Velasco, a fierce battle was fought between Mexican troops led by Domingo de la Ugqartechea and a group of Texians with John Austin and Henry Smith. They were trying to bring a cannon by ship to help the Texians at Anahuac. The Texians won, but found out Travis and Jack had already been freed when they got to Anahuac.

GONZALES "COME AND TAKE IT" CANNON:

- On October 2, 1835 at Gonzales the first battle between Mexican troops and Texian colonists was fought when the colonists would not give up a

cannon that they had been given to protect themselves against Indian attacks. Mexican General Cos considered this as an outbreak of war.

GOLIAD MASSACRE:

- In the spring of 1836, Texian soldiers were willing to fight and die for independence at many places such as San Antonio, San Patricio, and San Jacinto. The ruthless actions by Santa Anna (especially at Goliad) made them more determined to be free from Mexican rule.

ALAMO:

- The Mexican army advanced to fight the Texians. All the Texians were killed in the battle on March 6, 1836.

LYNCHBURG, TEXAS:

- On April 20, 1836 the Texas army seized the Lynchburg Ferry. It was located on the San Jacinto River below Buffalo Bayou. Santa Anna did not want the Texian army retreating across it, but now he was the one who lost it.

VINCE'S BRIDGE:

- On April 20, Deaf Smith destroyed Vince's Bridge. Its destruction would keep reinforcements from reaching Santa Anna. It is also reported that this is the place close to where Santa Anna was captured.

BATTLE OF SAN JACINTO:

- Independence from Mexico came on April 21, 1836 when the Texas army, led by Gen. Sam Houston defeated Santa Anna's army at San Jacinto.

Practice

The students will use the information from the articles to fill in the chart entitled "Major Events of the Revolution." Each student should have a chart. Teachers may want divide the class into eight groups and assign each event to a different group. They can research the information to fill in their assigned event on the chart, then share their information with the class. The class will fill in their charts, based on each group's presentation.

Extension

The students can role play the "Major Events of the Revolution." Using the eight pencil sketches from the museum exhibit to get ideas, each group can present their own interpretation of the event they researched. Props or costumes could be added for a more effective presentation.

Evaluation

Groups can be graded on the accuracy of their information.

Closure

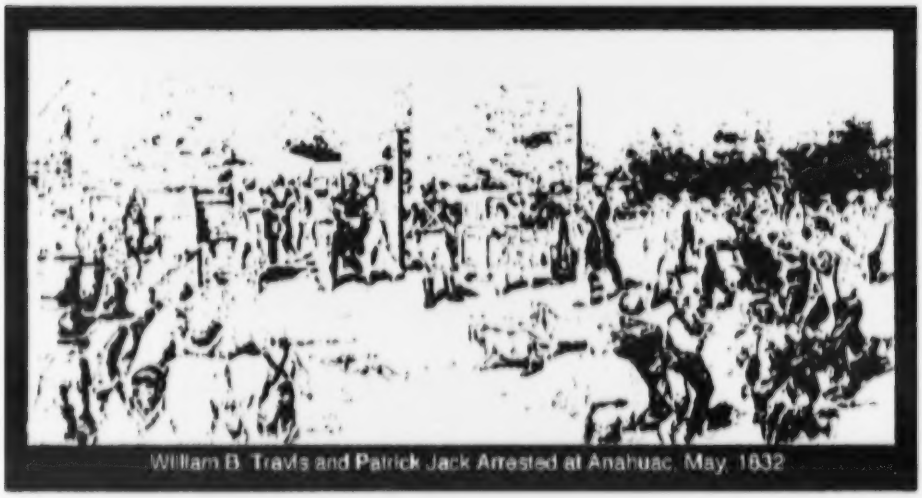
Have the class vote on whether or not they think Texians should have declared themselves free from Mexico, based on the information they gathered for their charts.

Star of the Republic Museum
ADMINISTERED BY BLINN COLLEGE

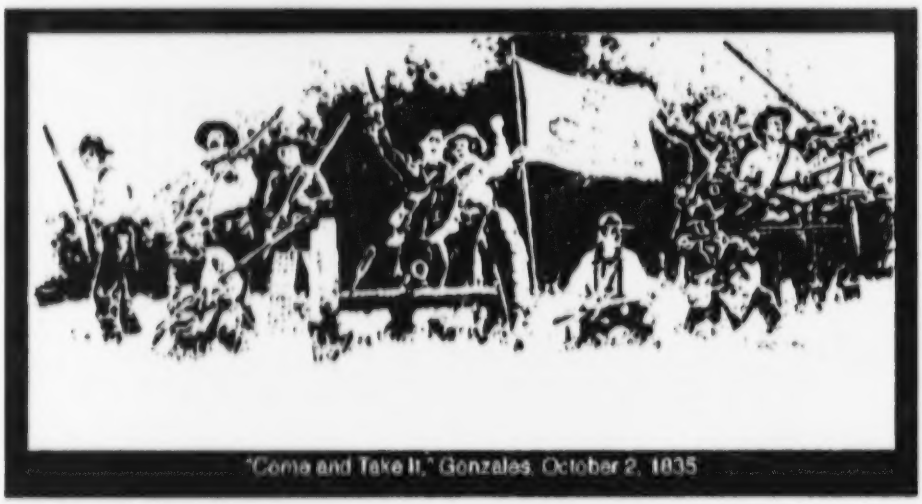
The Historical Museum of the Texas Republic

Quest for Freedom

The following pencil sketches by Charles Shaw are from the "Road to Independence" exhibit at the Star of the Republic Museum. Each sketch represents a major event in the Texas revolution against Mexico.



William B. Travis and Patrick Jack Arrested at Anahuac, May, 1832



"Come and Take It," Gonzales, October 2, 1835

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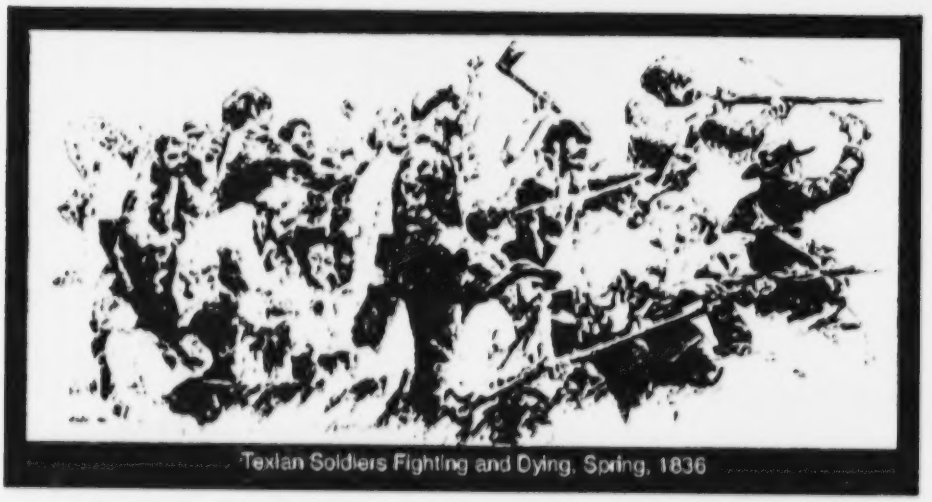
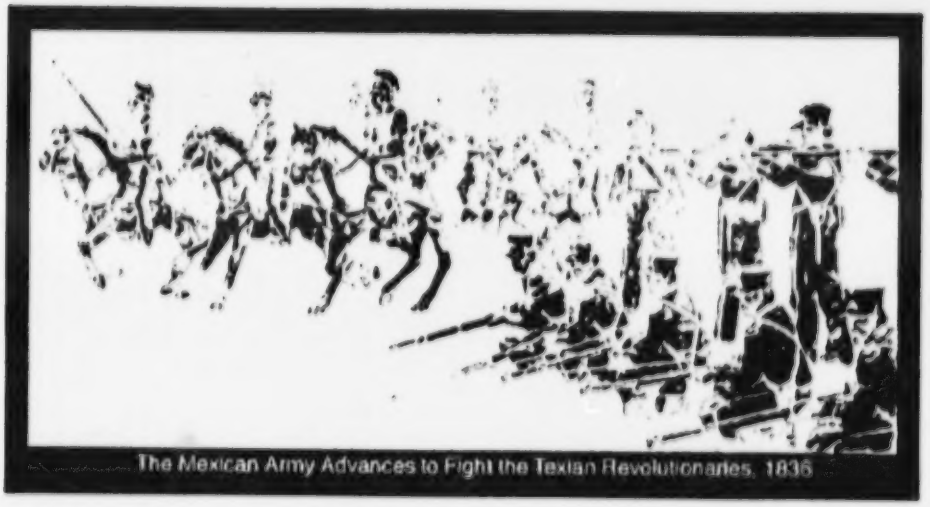


Texian Soldiers Fighting and Dying, Spring, 1836



The Mexican Army Advances to Fight the Texian Revolutionaries, 1836

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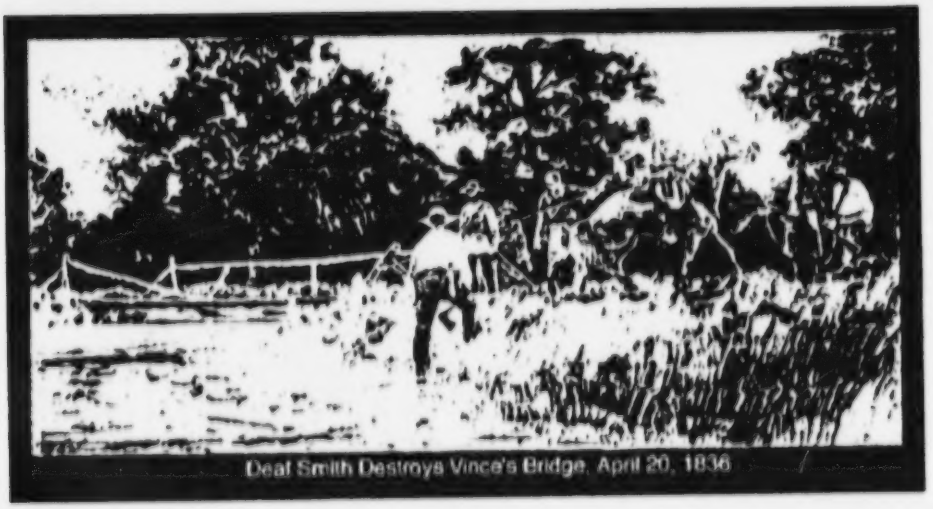
The Texas Army Seizes the Lynchburg Ferry, April 20, 1836



Deaf Smith Destroys Vince's Bridge, April 20, 1836

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Texian Soldiers Camp at San Jacinto, April 21, 1836

Santa Anna Surrenders to Sam Houston, April 21, 1836

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Major Events of the Revolution (answer key)

Date	Cause	Event	Effect	Rebel Leader	Mexican Leader
May, 1832	Travis organized a civil militia, gave Bradburn false information.	Wm. Travis and Patrick Jack jailed in Anahuac	Skirmish broke out between Texians and Mexicans	William Travis Patrick Jack	John Bradford
July 26, 1832	Mexicans prevented the passage of a vessel carrying a cannon.	Battle of Velasco	Ugartechea was defeated and returned to Mexico	Henry Smith John Austin	Domingo de la Ugartechea
Oct. 2, 1835	Colonists would not give up the cannon in Gonzales.	Gonzales "Come and Take It" Cannon	First battle of the Revolution	DeWitt	Castaneda
March 6, 1836	Mexican soldiers advance to fight	Battle of the Alamo	Texians became more determined to win independence.	William Travis	Santa Anna
March 27, 1836	Texian prisoners were mislead and thought they would be released.	Goliad Massacre	Texian independence drew more support from colonists and the United States.	James Fannin	Santa Anna
April 20, 1836	Texian strategy	Texians seize the Lynchburg Ferry	Mexicans could not retreat across it.	Sam Houston	Santa Anna
April 20, 1836	Texian strategy	Vince's Bridge is destroyed	Reinforcements could not reach Santa Anna.	Deaf Smith	Santa Anna
April 21, 1836	Texians desire for independence	Battle of San Jacinto	Texas was free from Mexican rule.	Gen. Sam Houston	Santa Anna

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Major Events of the Revolution

Date	Cause	Event	Effect	Rebel Leader	Mexican Leader
		Wm. Travis and Patrick Jack jailed in Anahuac			
		Battle of Velasco			
		Gonzales "Come and Take It" Cannon			
		Battle of the Alamo			
		Goliad Massacre			
		Texians seize the Lynchburg Ferry			
		Vince's Bridge is destroyed			
		Battle of San Jacinto			

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